

ASSEMBLY BILL

No. 2306

Introduced by Assembly Member Blakeslee

February 19, 2010

An act to amend Section 52372.5 of the Education Code, relating to multiple pathway programs.

LEGISLATIVE COUNSEL'S DIGEST

AB 2306, as introduced, Blakeslee. Multiple pathway programs.

Existing law requires the Superintendent of Public Instruction, in conjunction with the Office of the Secretary for Education, the California Community Colleges, the University of California, the California State University, the Employment Development Department, both houses of the California Legislature, teachers, chamber organizations, industry representatives, research centers, parents, school administrators, representatives of regional occupational centers and programs, community-based organizations, labor organizations, and others deemed appropriate by the Superintendent, to develop a report that explores the feasibility of establishing and expanding additional multiple pathway programs, as defined, in California. The Superintendent is required to report to the Legislature as to the status of completing the report and any preliminary recommendations no later than July 1, 2009, and to submit a final report with recommendations to the Legislature and the Governor no later than December 1, 2009.

This bill would make technical, nonsubstantive changes to these provisions.

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

The people of the State of California do enact as follows:

SECTION 1. Section 52372.5 of the Education Code is amended to read:

52372.5. (a) For purposes of this section, a “multiple pathway program” is a program that is all of the following:

(1) A multiyear, comprehensive high school program of integrated academic and technical study that is organized around a broad theme, interest area, or industry sector, including, but not necessarily limited to, the industry sectors identified in the model standards adopted by the state board pursuant to Section 51226.

(2) A program that ensures that all pupils have curriculum choices that will prepare them for career entry and a full range of postsecondary options, including two- and four-year college, apprenticeship, and formal employment training.

(3) A program that is comprised, at a minimum, of the following components:

(A) An integrated core curriculum that meets the eligibility requirements for admission to the University of California and the California State University and is delivered through project-based learning and other engaging instructional strategies that intentionally bring real-world context and relevance to the curriculum where broad themes, interest areas, and career technical education are emphasized.

(B) An integrated technical core of a sequence of at least four related courses, that may reflect career technical education standards-based courses, that provide pupils with career skills, that are aligned to and underscore academic principles, and to the extent possible fulfill the academic core requirements listed in subparagraph (A).

(C) A series of work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships.

(D) Support services, including supplemental instruction in reading and mathematics, that help pupils master the advanced academic and technical content that is necessary for success in college and career.

(b) The Superintendent, in conjunction with the Office of the Secretary for Education, the California Community Colleges, the University of California, the California State University, the

1 Employment Development Department, both houses of the
2 California Legislature, teachers, chamber organizations, industry
3 representatives, research centers, parents, school administrators,
4 representatives of regional occupational centers and programs,
5 community-based organizations, labor organizations, and others
6 deemed appropriate by the Superintendent, shall develop a report
7 that explores the feasibility of establishing and expanding
8 additional multiple pathway programs in California, including the
9 costs and merits associated with expansion of these programs.

10 Multiple pathway programs created for high schools may include,
11 but are not limited to, California partnership academies, regional
12 occupational centers and programs, charter schools, academies,
13 small learning communities, and other career-themed small schools.

14 (c) The report described in subdivision (b) shall do all of the
15 following:

16 (1) Identify regulations, policies, and practices that need to be
17 added, deleted, or amended in order to promote the development
18 and expansion of multiple pathway programs.

19 (2) Set forth a reasonable timeline for the development and
20 expansion of multiple pathway programs.

21 (3) Include at least all of the following components:

22 (A) ~~Assessment~~—*An assessment* of the current capacity of the
23 department for the purpose of maximizing the development of
24 these programs.

25 (B) ~~Identifying~~—*An identification* of the possible roles and
26 responsibilities of other departments or agencies to assist in
27 developing or expanding multiple pathway programs.

28 (C) An assessment of the appropriateness of school districts
29 fulfilling the requirements set forth in subdivisions (a) and (b) of
30 Section 51228 by developing industry-focused multiple pathway
31 programs, including those described in this section.

32 (D) Methods for developing and sharing models of integrated
33 curriculum and instruction.

34 (E) Strategies for increasing the course options and instructional
35 time for pupils in high school.

36 (F) Plans for increasing opportunities for high-quality learning
37 based on real-world applications in industry and careers.

38 (G) Methods for improving alignment of curriculum between
39 middle schools and high schools with career instruction,
40 exploration, and counseling for middle school pupils.

1 (H) Methods for improving coordination and articulation
2 between high schools and postsecondary institutions, including,
3 but not limited to, California Community Colleges, the California
4 State University, and the University of California.

5 (I) Recommendations for increasing the supply of teachers who
6 can teach effectively in a pathway setting that aims to prepare
7 pupils for a full range of postsecondary options. Necessary
8 specialized skills include, but are not limited to, the abilities to
9 design interdisciplinary projects and use project-based learning as
10 an instructional strategy, work with other teachers in a
11 team-teaching arrangement, develop curriculum that effectively
12 integrates academic and technical content, design and utilize
13 high-quality work-based learning to reinforce lessons in both
14 academic and technical courses, and develop authentic pupil
15 assessments.

16 (J) Recommendations for increasing the supply of schoolsite
17 and district administrators who can effectively create and manage
18 schools that are implementing one or more industry focused
19 pathway programs. Necessary specialized skills include, but are
20 not limited to, the abilities to develop and sustain partnerships with
21 industry partners, recruit and retain uniquely qualified teachers,
22 guide development of integrated curriculum, understand needs for
23 and provide teacher professional development, guide development
24 of comprehensive guidance systems that integrate college advising
25 and career counseling, guide development of a coordinated and
26 sequenced work-based learning component, and utilize data to
27 assess pupil readiness for college and career.

28 (K) Recommendations for supporting regional coalitions in
29 planning and developing programs.

30 (L) ~~Evaluation~~—*An evaluation* of current pathway programs,
31 including partnership academies, regional occupational centers or
32 programs and postsecondary pathway programs, including middle
33 colleges and early college models.

34 (M) Recommendations for increasing and improving in-school
35 support services.

36 (N) Recommendations for incorporating new measures into the
37 state's accountability system to better assess the results of these
38 programs.

39 (O) ~~Assessment~~—*An assessment* of the budgetary implications
40 of offering all pupils access to these programs.

1 (d) For purposes of completing the report described in
2 subdivision (b), the Superintendent is authorized to use existing
3 state resources and federal funds. If state or federal funds are not
4 available or sufficient, the Superintendent may apply for and accept
5 grants and receive donations, and other financial support from
6 public or private sources for purposes of this section.

7 (e) In developing the report, the Superintendent may accept
8 support including, but not necessarily limited to, financial and
9 technical support, from high school reform advocates, teachers,
10 chamber organizations, industry representatives, research centers,
11 parents, and pupils.

12 (f) The Superintendent shall report to the Legislature as to the
13 status of completing the report and any preliminary
14 recommendations no later than July 1, 2009.

15 (g) The Superintendent shall submit a final report with
16 recommendations to the Legislature and the Governor no later than
17 December 1, 2009.